



# CALIFORNIA STATE BOARD OF EDUCATION

## MARCH 2004 AGENDA

### SUBJECT

California State Plan (1999-2004) for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act: Extension for one year and approval of performance goals for 2004-2005



Action



Information



Public Hearing

### RECOMMENDATION

Extend the California State Plan (1999-2004) for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act for one year and approve the proposed performance goals for 2004-2005.

### SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education adopted the initial submission of the California State Plan (1999-2004) for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act in March 1999. The State Board approved subsequent revisions to the State Plan in February 2001, July 2001, January 2002, May 2002, and February 2003. The most recent action by the State Board in February 2003 was approval of the 2003-2004 performance goals.

### SUMMARY OF KEY ISSUES

In keeping with the requirements of the U.S. Department of Education (USDE), this agenda item proposes that the State Board extend the California State Plan for one year and incorporate performance goals for 2004-2005. Other than for the new performance goals, the State Plan's content remains materially unchanged.

Background. The California Department of Education (CDE) receives federal funding through the Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA). This funding is administered by the Department's Adult Education Office to carry out the program provisions in the AEFLA. The AEFLA requires that 82.5 percent of the funding be used for grants to local agencies; 12.5 percent to support statewide leadership activities, i.e., professional development, data collection and reporting, student assessment, information and technology; and no more than 5 percent for state administration.

Through this year, the administration of the program has been guided by the five-year California State Plan (1999-2004), which was developed by the CDE and approved by the State Board of Education and the USDE. The CDE must submit any revisions to the State Plan for approval by the State Board prior to submitting such revisions to the USDE. The State Plan represents the agreement between California and the USDE about how the state will implement the provisions of the AEFLA, including the performance accountability system. This system utilizes competency-based curriculum, instruction, and assessment to measure student performance, as determined by the

AEFLA. The AEFLA performance measures include student goal attainment, literacy level improvement, advancement, or completion, placement in postsecondary education, entered employment, and retained employment. The State Plan includes the annual performance goals for each AEFLA performance measure.

AEFLA and the California State Plan expire on June 30, 2004. Per the attached Program Memorandum from Cheryl L. Keenan, Director, Division of Adult Education and Literacy, United States Department of Education, dated December 18, 2004 [2003] (Attachment 1), the USDE is extending the AEFLA for one year and is requiring states to revise and extend their existing plans to incorporate new performance goals for 2004-2005. The revised plans are due to USDE by April 1, 2004. Since the 2003-2004 actual performance data are unavailable, the proposed 2004-2005 performance goals are based on the 2002-2003 actual performance data, reflecting slight increases consistent with a preliminary oral discussion with USDE staff.

Attached for the State Board's review and approval is the Summary of Adult Education Performance Goals Data (Attachment 2), which includes the proposed 2004-2005 performance goals, along with the revised Chapter 5 of the State Plan (Attachment 3), which incorporates these performance goals into the plan. The process to finalize the proposed performance goals includes a review by a team of field practitioners and by the USDE Area Coordinator. Both of these reviews will be completed by the time the State Board meets in March. If these review processes result in any changes to the proposed performance goals, the State Board will be notified prior to the March meeting through a last minute memorandum.

The USDE is also requiring states to indicate whether they intend to extend current grants or conduct a one-year competition and to revise their plans to include any new uses of funds that were not incorporated in the existing State Plan. California will be conducting a one-year competition for 2004-2005 and will allocate any additional funds to support our current activities. There will be no new use of funds. This information will be communicated to USDE in the cover letter that will transmit the approved State Plan along with the standard signed certifications and assurances.

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## **FISCAL ANALYSIS (AS APPROPRIATE)**

This is a one-year extension of the existing provisions of the State Plan and approval of performance goals for 2004-2005. The extension is required so that California will continue to receive funding through the AEFLA. No state funding is required nor requested. Failure to approve the State Plan revision will result in the loss or delay of the Federal AEFLA Grant of \$83,676,925.

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## **ATTACHMENT**

[Attachment 1](#): Program Memorandum from Cheryl L. Keenan, Director, Division of Adult Education and Literacy, United States Department of Education dated December 18, 2004 [2003] (2 pages)

[Attachment 2](#): Summary of Adult Education Performance Goals Data (1 page)

[Attachment 3](#): Chapter 5 of the California State Plan (7 pages)

**PROGRAM MEMORANDUM OVAE/DAEL FY 2004-01**

**TO:** State Directors of Adult Education

**FROM:** Cheryl L. Keenan *Cheryl L. Keenan*  
Director  
Division of Adult Education and Literacy

**SUBJECT:** Extension of the Adult Education and Family Literacy Act (AEFLA)

**DATE:** December 18, 2004

This memorandum describes our policy in implementing an extension of the Adult Education and Family Literacy Act (AEFLA), using the authority contained in Section 422 of the General Education Provisions Act (GEPA) [20 U.S.C. 1226 (a)]. This action is necessary to give States as much advance notice and flexibility as possible in submitting any revisions needed in their current State plans, including establishment of performance levels for the coming program year.

**Need for Revising Current State Plans**

Section 422 of the General Education Provisions Act (GEPA) [20 U.S.C. 1226 (a)] provides for the automatic extension of current program operations for one year if current law expires and a reauthorization is anticipated, but not yet available, to take its place. State Plans are required for States to receive allotments under AEFLA and the plans that OVAE approved under AEFLA will expire June 30, 2004. Because the statute was expiring, those plans were not required to contain performance levels for Program Year 2004-2005. States and OVAE need to agree upon new performance targets for that period and the new targets must be incorporated into the existing State Plan as a revision.

As you know, adult education has experienced great variation in State performance. We have put in place a data quality checklist that State directors must use to certify the accuracy of data submitted to OVAE. Our expectation, and the requirement of the law, is that each State will continuously improve its performance levels in a substantive way. Therefore, performance levels proposed for a future year must exceed the actual performance of a current year.

**Requirements for Revising Current State Plans**

The process for State Plan revisions is established in Section 224 (c) and (d) of AEFLA. States are expected to follow this process in addition to any State-imposed requirements for submitting State plan revisions:

Revisions, including the new performance targets we agree on, must be submitted to OVAE no later than April 1, 2004. In their revisions, States must indicate whether they intend to extend current grants or conduct a one-year

competition. Performance targets proposed must exceed actual performance measured in the prior year. It is advisable to discuss proposed targets with OVAE prior to submission to ensure that levels are appropriate and approvable. Your Area Coordinator will contact you by telephone during the period from January 26 through February 13 to discuss the performance levels proposed by your State for Program Year 2004-2005.

Revisions must be submitted to the Governor and any comments made by the Governor must be submitted to OVAE with the plan revisions.

Revisions must include any new uses of funds that were not incorporated in the existing State Plan. For example, States receiving additional funding due to population data from the 2000 Census may want to establish new State leadership initiatives. These new initiatives should be incorporated in the existing plan through the revision process.

Revisions must include updated certifications and assurances with original signatures.

Please feel free to contact your Area Coordinator for technical assistance in meeting these requirements. We look forward to working with you.

Attachments

**Summary of Adult Education Performance Goals Data**  
**1999-2000, 2000-01, 2001-02, 2002-03, 2003-04, and 2004-05**

**Table 1 – Literacy Goals And Performance**

<b>Entering Functioning Level</b>	<b>1999-00 Perfor. Goal</b>	<b>1999-00 Perfor. (All learners)</b>	<b>2000-01 Perfor. Goal</b>	<b>2000-01 Perfor. (All learners)</b>	<b>2001-02 Perfor. Goal</b>	<b>2001-02 Perfor. (All learners)</b>	<b>2002-03 Perfor. Goal</b>	<b>2002-03 Perfor. (All learners)</b>	<b>2003-04 Perfor. Goal</b>	<b>2004-05 Perfor. Goal</b>
ABE Beginning Literacy	13%	13.0%	15%	22.6%	17%	25.7%	20%	21.2%	22%	23%
ABE Beginning Basic	20%	17.7%	22%	33.2%	24%	36.4%	26%	36.4%	28%	37%
ABE Intermediate Low	20%	18.0%	22%	34.5%	24%	37.7%	26%	38.1%	28%	39%
ABE Intermediate High	22%	13.7%	24%	29.3%	26%	29.9%	26%	29.6%	28%	30%
ASE Low	NA	1.7%	14%	13.6%	15%	25.4%	15%	24.6%	17%	25%
ASE High	7%	18.5%	8%	26.9%	9%	28.3%	11%	30.3%	13%	31%
ESL Beginning Literacy	18%	14.1%	20%	30.6%	22%	32.2%	24%	33.6%	26%	34%
ESL Beginning	20%	12.5%	22%	26.7%	24%	28.4%	24%	30.2%	26%	31%
ESL Intermediate Low	22%	27.2%	24%	37.0%	26%	39.8%	28%	40.6%	30%	41%
ESL Intermediate High	22%	30.0%	24%	39.7%	26%	43.0%	28%	42.8%	30%	43%
ESL Advanced Low	18%	13.0%	20%	21.7%	22%	22.7%	22%	22.6%	24%	25%
ESL Advanced High	NA	18.1%	NA	17.7%	NA	19.3%	NA	18.8%	NA	NA

**Table 2 - Education or Work Performance Goals and Performance**

<b>Learner Education or Performance Goal</b>	<b>1999-00 Perf. Goal</b>	<b>1999-00 Perf. (Students w/ Education or Employment Goal)</b>	<b>1999-00 Perf. (Total Students)</b>	<b>2000-01 Perf. Goal</b>	<b>2000-01 Perf. (Against all enrollees)</b>	<b>2001-02 Perf. Goal</b>	<b>2001-02 Perf. (Against all enrollees)</b>	<b>2002-03 Perf. Goal</b>	<b>2002-03 Perf. (Against all enrollees)</b>	<b>2003-04 Perf. Goal</b>	<b>2004-05 Perf. Goal</b>
Entered Employment	10,000	11,068	33,599	9%	17.8%	10%	54.5%	11%	54.4%	13%	55%
Retained Employment	18,000	25,877	55,256	11%	34.3%	12%	85.7%	13%	81.9%	15%	83%
Entered Postsecondary Education/Training	23,000	392	8,287	6%	11.7%	7%	60.4%	8%	53.5%	10%	55%

# Chapter 5

## Performance Measures

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*Section 224(b)(4) requires a description of the performance measures described in Section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state or outlying area.*

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### 5.0 Performance Measures (Section 224(b)(4))

Pursuant to Section 212, CDE will establish and implement a comprehensive performance accountability system. To optimize the return on investment of Federal funds in adult education and literacy activities, the accountability system will assess the effectiveness of eligible local providers' achievement in continuously improving their adult education and literacy program delivery funded under this subtitle. All of the performance measures will apply to all funded priorities.

CDE has established a solid basis for the development of a performance accountability system. For many years, California adult education programs have provided a competency based curriculum, instruction, and assessment that focuses on the competencies that enable learners to participate more fully within American society, as citizens, workers and family members. CDE has developed and implemented model curriculum standards for ABE, ESL, which includes ESL-Citizenship, and ASE and standard performance descriptors at each program level. In addition, a Comprehensive Adult Student Assessment System (CASAS) was established that accurately measures progress and mastery of skills and competencies for completion of a program level and promotion to the next instructional level. CASAS provides a standardized reporting scale linked to demonstrated performance of identified skills and competencies at each instructional level. These skill level descriptors and standardized scale score ranges have been incorporated into the National Reporting System pilot project.

CDE has also implemented a local program database reporting system, Tracking of Programs and Students (TOPSpro) that enables local programs to collect and report all student progress and outcome measures. It provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction based on student goals and for continuous program improvement. It provides for the collection of the data elements needed to meet the reporting requirements of TANF programs and other workforce related programs.

### 5.1 Eligible Agency Performance Measures (Section 212)

Eligible local provider performance measures will include student goal attainment and demonstrated student improvements in literacy levels within a program level, student completion of a program level, student advancement to higher program levels. Additional performance measures will include receipt of a secondary school diploma or its recognized equivalent, placement in post-secondary education, and training, entered employment, and retained employment.

The tables within this section (5.1) indicate the measures, including CASAS assessment instruments that are to be used to document improvements in literacy performance. These measures must be used by all providers for all enrolled students for each of the program priorities addressed. These priorities, described in Chapter 3, include: (1) literacy at the NALS Level 1, including ABE and ESL, which includes ESL-Citizenship; (2) literacy at the NALS Levels 1 and 2 - Workplace Literacy, including ABE and ESL, which includes ESL-Citizenship; (3) literacy at the NALS Level 2 - School Based literacy, including ABE and ESL, which includes ESL-Citizenship; (4) Family literacy; and (5) ASE NALS Level 3 and above. Programs using distance learning as a mode for delivering literacy services must also meet performance measures. In addition to these measures, local providers funded for the family

literacy priority must also document achievement gains of the children as well as the adults who are enrolled in the program.

In accordance with Section 212, CDE will establish levels of performance for each of the core indicators:

1. demonstrated improvements in literacy skill levels in reading and problem solving, numeracy, writing, English language acquisition, speaking the English language, and other literacy skills;
2. placement in, retention in, or completion of postsecondary education, training, and employment; and
3. receipt of a secondary school diploma or its recognized equivalent.

They will be expressed in an objective, quantifiable, and measurable form, and will show the progress of the eligible local providers in continuously improving performance.

### 1. Demonstrated improvements in literacy skill levels

CDE has established literacy skill levels for ABE and ESL, which includes ESL-Citizenship, that provide a standardized definition for reporting learning gains within a literacy skill level, completion of each level, and progression to a higher literacy skill level. All participating agencies will assess a student's literacy skill level upon entry into the program using standardized assessments provided by CDE.

#### CASAS Standardized Assessment Instruments

Demonstrated Improvements in Literacy Skill Levels in:	Existing Standardized Assessment Instruments	In Progress/Planned
Reading and Problem Solving	Reading Appraisals Life Skills Reading Employability Reading Beginning ESL Level Completion Life and Work Reading Reading for Citizenship	Beginning ABE Level Completion Intermediate ABE and ESL Level Completion Advanced ABE and ESL Level Completion
Numeracy	Math Appraisals Life Skills Math Employability Math	Beginning ABE Level Completion Intermediate ABE Level Completion Advanced ABE level Completion Life and Work Math
Writing	Functional Writing Assessment--All Levels	
English Language Acquisition	Life Skills Listening Employability Reading Beginning ESL Level Completion	Intermediate ESL Level Completion Advanced ESL Level Completion Life and Work Listening
Speaking	Citizenship Interview Test Workplace Oral Assessment	ESL Oral Language Assessment
Other Literacy Skills	Pre-Employment and Work Maturity Skills Check Lists Government and History for Citizenship POWER — Providing Options for the Workplace, Education, and Rehabilitation	

## 2. Placement in, retention in, or completion of post-secondary education, training, or unsubsidized employment

Local providers will be required to obtain this information from their students and document the information on the TOPSpro Student Update Record. Standard definitions and documentation procedures will be identified in the ABE Administration Manual. In some instances, students leave programs before this information can be obtained. To address the accurate data collection of both short term and longer-term student outcomes resulting from participation in adult education programs, CDE will establish several pilot projects, including, but not limited to, the following:

Placement in, retention in, or completion of:	Existing Standardized Reporting Instruments
Postsecondary Education and Training	TOPSpro and follow-up survey
Entered Employment	TOPSpro and follow-up survey
Retained-Employment	TOPSpro and follow-up survey

- Local program reporting: CDE will build on the National Reporting System (NRS) pilot to improve strategies that local providers use to follow-up on students who leave the program before completing their goal as well as for students who leave the program after meeting their primary goals.
- Data Matching: CDE will identify the issues in developing and using a state level database that requires use of a student social security number to document longer-term student outcomes, such as those related to employment.

## 3. Attainment of secondary school diplomas or their recognized equivalent

Participating local providers will track and report the number of learners who pass the GED test, earn credits toward a high school diploma, or attain a high school diploma for those students enrolled in ASE programs. In addition, summary data obtained through CDE statewide reports will document the number of high school diplomas earned through adult schools. The State GED office will report the number of GED Certificates issued each calendar year.

Receipt of a secondary school diploma or GED	Existing Standardized Reporting Instruments
High School Diploma	TOPSpro Certified list of high school diplomas
GED Certificate	CDE State GED Reports Data match for GED TOPSpro

## 5.2 Additional Indicators

Participating local providers will report additional indicators of performance for student-identified outcomes on Student Entry and Update Records. Entry Record information includes: instructional program, instructional level, reason for enrollment, special programs enrollment, personal status, and, labor force status. Update information includes: instructional program and level (at the time of update); student's status in the instructional program; learner results pertaining to work, personal/family, community, and education; reason for leaving early; sub-sections of GED passed; and high school credits earned. Additional information may be required for workplace literacy and family literacy programs.

## 5.3 Levels of Performance

The following Levels of Performance are based on student progress and outcome data from federally funded ABE 321 providers in California over the past several years. During the first year of the five-year state plan, local providers began collecting progress and level completion data on students throughout the program year. Local providers used the data gained during the first year of the program to reassess and adjust their projected levels of performance for the second program year. ~~Likewise, third-year performance level projections are based on the prior year's data. Performance projections for years four and five will be based on a weighted average of actual annual data from the 1999-2000 and 2000-2001 program years and~~ Subsequent years' projected performance levels were established in similar fashion, incorporating other factors identified in Section 5.4, to (1) offset unmeasured student progress due to a new data collection requirement in the first year of the Title II of the Workforce Investment Act and (2) quantify a more accurate picture of actual performance — the proportion of students who completed an instructional level within a specific program year. Given the need to show continuous improvement, the The projected performance goals levels for the fifth program year will be two percentage points above performance goals of the fourth program year — 2004-2005 have been established based upon the performance levels achieved in 2002-2003.

**ABE Literacy Skills—Adjusted Levels of Performance**

ABE	Ranges	Content Areas						Gains	Achieved Performance Levels				Projected Performance Levels	
Skill Level	CASAS Scale	Reading	Listening	Speaking	Writing	Problem Solving	Numeracy	CASAS Point Scale	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Beg. Lit.	200 & below	x	0	0	0	0	x	3-5 pt.	13%	22.6%	25.7%	21.2%	22%	23%
Beg. Basic Skills	201-210	x	0	0	0	0	x	4-6 pt.	17.7%	33.2%	36.4%	36.4%	28%	37%
Low Inter. Basic Skills	211-220	x	0	0	0	0	x	3-5 pt.	18%	34.5%	37.7%	38.1%	28%	39%
High Inter. Basic Skills	221-235	x	0	0	0	0	x	3-5 pt.	13.7%	29.3%	29.9%	29.6%	28%	30%
Low ASE***	236-245			0	0			TBN	1.7%	13.6%	25.4%	24.6%	17%	25%
High ASE	246+					0		TBN	18.5%	26.9%	28.3%	30.3%	13%	31%

x = State approved standardized tests

o = Local provider documentation based on standardized protocols, established criteria, and performance standards

\*\*\*ASE = Adult Secondary Education

**ESL Literacy Skills—Adjusted Levels of Performance**

ESL	Ranges	Content Areas						Gains	Achieved Performance Levels				Projected Performance Levels	
Skill Level	CASAS Scale	Reading	Listening	Speaking	Writing	Problem Solving	Numeracy	CASAS Point Scale	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<b>Beg. Lit.</b>	150-180	x	x		0			5-7 pt.	14.1%	30.6%	32.2%	33.6%	26%	34%
<b>Beg. Low</b>	181-190	x	x		0			5-7 pt.	12.5%	26.7%	28.4%	30.2%	26%	31%
<b>Beg. High</b>	191-200	x	x	0	0	0		5-7 pt.	12.5%	26.7%	28.4%	30.2%	26%	31%
<b>Inter. Low</b>	201-210	x	0	0	0	0	x	4-6 pt.	27.2%	37%	39.8%	40.6%	30%	41%
<b>Inter. High</b>	211-220	x	x	0	0	0	x	3-5 pt.	30%	39.7%	43%	42.8%	30%	43%
<b>Adv. Low</b>	221-235	x	x	0	0	0	0	3-5 pt.	13%	21.7%	22.7%	22.6%	24%	25%
<b>Prgm. Exit</b>	236+	x	x	0	0	0	0	NA	18.1%	17.7%	19.3%	18.8%	NA	NA

x = State approved standardized tests

o = Local provider documentation based on standardized protocols, established criteria, and performance standards

**Education or Work Performance Goals and Performance**

Learner Education or Performance Goal	1999-00 Perf. Goal	1999-00 Perf. (Students w/ Education or Employment Goal)	1999-00 Perf. (Total Students)	2000-01 Perf. Goal	2000-01 Perf. (Against all enrollees)	2001-02 Perf. Goal	2001-02 Perf. (Against all enrollees)	2002-03 Perf. Goal	2002-03 Perf. (Against all enrollees)	2003-04 Perf. Goal	2004-05 Perf. Goal
Entered Employment	10,000	11,068	33,599	9%	17.8%	10%	54.5%	11%	54.4%	13%	55%
Retained Employment	18,000	25,877	55,256	11%	34.3%	12%	85.7%	13%	81.9%	15%	83%
Entered Postsecondary Education/Training	23,000	392	8,287	6%	11.7%	7%	60.4%	8%	53.5%	10%	55%

#### **5.4 Factors (Section 212(b)(3)(A)(iv))**

Student progress and outcome data in California indicate significant differences in levels of performance based on individual student characteristics. These characteristics include initial literacy skill level upon entry into the program, literacy levels of limited English proficient students in their home language, the number of years of education completed before entering the adult education program, learning and developmental disabilities, and other demographic and socio-economic variables. California serves large numbers of students who are most in need, including immigrants with low literacy skills in their native language as well as in English, institutionalized adults, adults in homeless shelters, migrant workers, and those that are unemployed or underemployed in hourly, minimum wage jobs. Therefore, with the emphasis on serving those students who are most in need and hardest to serve, California devotes only 10 percent of its federal allotment to those students who have higher-level skills.

Service delivery factors also affect performance such as the intensity, duration, and quality of the instructional program; convenience and accessibility of the instructional program; ability of the program to address specific learning goals and provide targeted instruction in a competency-based context related directly to student goals.

California serves an extremely diverse adult student population with a broad range of skill levels and different short and long term learning goals. Many students initially enter the program with a short-term goal but as they make progress toward their goal and experience success, they remain in the program to achieve longer term learning goals. Some, such as TANF/CalWORKs recipients and the homeless, may be unable to attend an instructional program on a regular basis because of time limits on educational participation. As a result, the performance measures must address both short and long-term goals, length of participation, initial skill levels at program entry, and use multiple student performance measures related to student goals.

Based on student characteristics and service delivery factors, CDE has identified expected levels of performance for each of the core indicators provided for ABE and ESL, which include ESL-Citizenship, programs. The projected skill levels for each of these programs are indicated for the first three years covered by this *State Plan*. CASAS Scale Score ranges at each level address the significant differences in performance for the special and diverse populations that are served by local providers. Local providers must be encouraged to continue to serve the least educated and most in need, and to evaluate with measures of performance that are most appropriate for the populations they serve. Over the ~~five-year period~~ life of this *State Plan*, these ranges will be analyzed and adjusted as appropriate to ensure that California continues to promote continuous improvement in performance on appropriate measures and ensure optimal return on the investment of Federal funds.

#### **Further Information—Annual Report**

CDE will annually prepare and submit to the Secretary a report on the progress of California in achieving the stated performance measures, including information on the levels of performance achieved on the core indicators of performance. The report will include the demographic characteristics of the populations served, the attainment of student goals, progress on the core indicators of performance by program and program level, and learning gains within literacy levels, as well as level completion and movement to higher instructional levels. In the third year of the State plan, CDE will begin to report the number of Certificates of Proficiency awarded by program level. Sub-set analyses of special populations groups will be provided and adjustments to levels of performance for these groups may be recommended based on the findings.

Levels of performance achieved for other core indicators will include student outcomes related to post-secondary education, training, unsubsidized employment or career advancement, and receipt of a high school diploma or GED Certificate.

#### **Performance Measures for EL Civics Education**

Funded providers will establish observable, measurable, and meaningful goals and objectives for participants in programs that are either uniquely funded by EL Civics Education funds or supplemented by them.

All funded providers will use the CASAS assessment, evaluation, and data collection system to document participant outcomes as required in Section 212. The State will provide funded agencies all the necessary software and test forms necessary for efficient implementation of this assessment process. Given the innovative nature of the EL Civics Education initiative and the range of targeted outcomes that extend beyond literacy gains that can be easily captured on pencil and paper tests, in addition to CASAS assessments, providers must also develop and/or utilize alternative strategies for documenting student outcomes. All such strategies must yield clearly identified observable, measurable, and meaningful outcomes. Providers receiving supplemental EL Civics Education funds will be required to submit a qualitative narrative report that documents the outcomes that were achieved through access to this additional allocation.

All funded programs will be required to have participants submit demographic and other student outcome information through completion of student Entry and Update records. The TOPSpro data collection system collects and transmits the required data in an acceptable format.